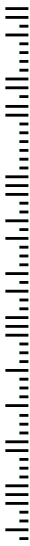


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Office of Assessment and Accountability  
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Frankfort, KY 40601

EVERY CHILD  
Measuring & Progressing our  
S U C C E S S  
Kentucky  
Department of Education

CBP000003  
TO THE PARENTS OF:



-Commonwealth of Kentucky-

# SCHOOL REPORT CARD

for the 2006-2007 school year



## Taylorsville Elementary School

Charles Abell, Principal  
206 Reasor Ave  
Taylorsville, KY 40071  
phone: (502) 477-3339  
fax: (502) 477-3214  
email: [Chuck.Abell@Spencer.kyschools.us](mailto:Chuck.Abell@Spencer.kyschools.us)  
**School Enrollment: 415**

### Our School Council

|                       |                 |
|-----------------------|-----------------|
| Charles (Chuck) Abell | Stacy Greer     |
| Cecilia Walker        | Ruth Ann Sweazy |
| Kim Foster            | Natalie Mullins |

**Dear Parents/Guardians:** This report card for the 2006-2007 school year contains important information about our school, including the details about our academic performance, teacher qualifications, learning enviroment, and more. For a more detailed look at our school please contact us to see our Expanded Report Card.

**About Our School:** The mission of Taylorsville Elementary School (TES) is to promote a safe, nurturing and rigorous academic community where diverse learners are provided engaging work to ensure their academic and social success. Professional development is a job-embedded support for quality instruction to help faculty and staff ensure student engagement. Student needs are being met through a full day Kindergarten and quality differentiated instruction for all K-5 students. Services are provided in the areas of gifted-talented, special education, Title 1, Extended School Services, and a guidance counseling program. TES enjoys a positive environment, and is fortunate to have parental and community involvement through an active PTA and Volunteer Program. TES is always open to visitors and we invite you to make a call, take a tour, and become engaged in the learning process. TES also provides a website for access to more information. <http://www.spencer.kyschools.us>

**How Our School Ensures Educational Equity:** Taylorsville Elementary believes in maintaining high expectations and standards for developing high performing students regardless of race, gender, socio-economic status, or disability. All students have equal access to the district-wide curriculum through collaboration. Individual student progress is monitored through data disaggregation. Developmental Reading Assessments (DRA) and the Predictive Assessment Series (PAS) are utilized, as well as CATS-aligned ongoing classroom assessments. This information is used by SBDM committees along with test scores to review our progress, watch for possible gaps in achievement, and help our SBDM develop our Comprehensive School Improvement Plan. Assistance is in place for all struggling students through Extended School Services (ESS). Our Family Resource Center and the Food Services Free and Reduced meal program work to eliminate any barriers our students may encounter in their learning process.

## Other Important Information About Our School

**State Contest Results:** Students at Taylorsville Elementary have the opportunity to participate in various art and writing contests offered throughout the school year. One student won a state wide writing contest sponsored by Ky. Retired Teachers Association and AARP. Intermediate students were involved in the school spelling bee, in which one advanced to the district level competition.

**Extracurricular Activities:** Taylorsville offers a number of extracurricular clubs before and after school including: Academic Team, Arts and Crafts, Chess, Spanish, Soccer, Volleyball, Basketball, Community Engagement, Fine Arts, Game Club, Gardening Club, STLP, Sign Language Club, Music Ensemble, and Chorus. Other activities include Student Council, book fairs, family literacy events, Grandparents Day, Spring Fling, Good Faith Effort Field Day, and Awards Day.

**Awards & Recognitions:** TES received the National PTA Parent Involvement School of Excellence Certification. Students' special accomplishments for both academics and behavior are recognized at school assemblies. Based on KCCT scores, students are recognized with certificates and medals. An annual Awards Day ceremony provides the opportunity to recognize students for perfect and punctual attendance, academic achievement, and outstanding performance in Accelerated Reader and First in Math.

**What We are Doing to Improve:** TES strives for continuous growth and our CSIP is created in a collaborative effort, with direction of the SBDM Council, to help direct our focus in improving student achievement. Our goals include: increase in student achievement, increased communication of student success, professional development based on individual teachers needs, cross-content and multi grade planning, and development of monitoring systems for analyzing student needs.

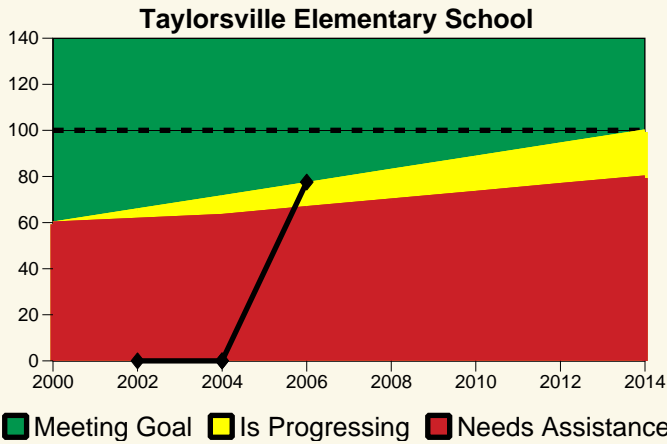
**Kentucky Core Content Testing by Sub-groups:** This chart shows the average test scores for student sub-populations in our school. In cases where there are not at least 10 students in each grade "NA" appears for not applicable.

| Students Sub-Population | Reading  |       | Mathematics |       |
|-------------------------|----------|-------|-------------|-------|
|                         | 2007     |       | 2007        |       |
|                         | Students | Index | Students    | Index |
| ALL Students            | 186      | 91.59 | 186         | 82.71 |
| White                   | 173      | 91.95 | 173         | 83.45 |
| African American        | 7        | NA    | 7           | NA    |
| Asian                   | 1        | NA    | 1           | NA    |
| Hispanic                | 1        | NA    | 1           | NA    |
| Free/Red. Lunch         | 88       | 82.23 | 88          | 71.23 |
| Non-Free/Red. Lunch     | 98       | 99.97 | 98          | 93.02 |
| Limited English         | 1        | NA    | 1           | NA    |
| Non-Limited English     | 185      | 91.53 | 185         | 82.41 |
| Disability              | 31       | NA    | 31          | NA    |
| No Disability           | 155      | 94.77 | 155         | 87.53 |
| Male                    | 85       | 88.82 | 85          | 85.76 |
| Female                  | 101      | 93.9  | 101         | 80.13 |
| Students Excluded       | 0        | NA    | 0           | NA    |

Our school does not discriminate on the basis of race, color, national origin, religion, sex, age, or disability in employment or provision of services.

Commonwealth Accountability Testing System

**Our School Growth Chart:** This chart starts with our school's baseline CATS score from 2000. It shows a goal line from that starting point to our goal of 100 in 2014. Every two years a new point will be marked on the chart to show whether we are on track meet our goal.



| Year                | Goal Line | Assistance Line | School Index Score |
|---------------------|-----------|-----------------|--------------------|
| 2000                | 59.3      |                 |                    |
| 2002                | 65.0      | 59.3            |                    |
| 2004                | 70.7      | 62.6            |                    |
| 2006                | 76.4      | 66.0            | 77.6               |
| 2008                | 82.2      | 69.3            |                    |
| 2010                | 87.9      | 72.6            |                    |
| 2012                | 93.6      | 76              |                    |
| 2014                | 99.3      | 79.3            |                    |
| Standard Error: 0.7 |           |                 |                    |

**How to Get More Information:** Contact our principal or School Council Members using the school phone numbers, or visit our school office to see the Expanded School Report Card. More testing information and No Child Left Behind data are available at <http://www.education.ky.gov>

# How We Are Doing

Kentucky uses the Commonwealth Accountability Testing System(CATS) to hold schools accountable for student progress. CATS has three parts: the Kentucky Core Content Tests, readiness tests by grade level, and other measures of the school's performance,

including attendance, retention and dropout rates. Together these three elements make up a school's CATS Performance Score for every two-year period. The goal is that by 2014 nearly all students will score proficient or distinguished.

## Kentucky Core

### Content Tests:

Kentucky’s tests rate student performance using four categories: Novice, Apprentice, Proficient, and Distinguished. These categories translate into a scale of 0-140, with 100 being considered proficient. (The state goal for all schools is 100 by the year 2014.) This chart compares our school’s performance with all the schools in our district and all the schools in Kentucky.

| KCCT Test                 |          | 2007 Reading | 2007 Mathematics | 2007 Science | 2007 Writing | 2007 Social Studies | 2007 Arts & Humanities | 2007 PL/VS |
|---------------------------|----------|--------------|------------------|--------------|--------------|---------------------|------------------------|------------|
|                           |          | Elm          | Elm              | 4th          | Elm          | 5th                 | 5th                    | 4th        |
| Novice                    | School   | 8%           | 16%              | 12%          | 13%          | 12%                 | 29%                    | 26%        |
|                           | District | 4%           | 12%              | 6%           | 5%           | 5%                  | 14%                    | 18%        |
|                           | State    | 6%           | 13%              | 7%           | 4%           | 10%                 | 18%                    | 16%        |
| Apprentice                | School   | 23%          | 31%              | 42%          | 58%          | 21%                 | 19%                    | 12%        |
|                           | District | 18%          | 26%              | 29%          | 47%          | 17%                 | 25%                    | 15%        |
|                           | State    | 22%          | 26%              | 27%          | 36%          | 28%                 | 25%                    | 15%        |
| Proficient/ Distinguished | School   | 69%          | 54%              | 46%          | 30%          | 67%                 | 52%                    | 62%        |
|                           | District | 78%          | 62%              | 65%          | 47%          | 77%                 | 61%                    | 67%        |
|                           | State    | 73%          | 62%              | 66%          | 60%          | 62%                 | 57%                    | 69%        |
| Academic Index            | School   | 91.6         | 82.7             | 84.9         | 71.5         | 89.1                | 73.9                   | 73.4       |
|                           | District | 100.3        | 89.9             | 97.2         | 82.3         | 98.8                | 87.4                   | 83.7       |
|                           | State    | 95.6         | 90.5             | 95.9         | 88.1         | 88.5                | 83.6                   | 86.8       |

**NRT/Readiness Assessment:** The national norm referenced tests used in Kentucky measure the basic skills of our students in reading and mathematics while allowing us to compare their performance with national benchmarks. These scores are reported in percentiles. A percentile shows the percentage of students who fell below a particular score on the test. For example, a percentile of 60 would show that the average student in our school scored equal to or better than 60 percent of all students who took the test. An average score nationally is 50%ile.

| NRT/Readiness | NRT            |          |
|---------------|----------------|----------|
|               | School         | District |
| Reading       | 49%            | 54.1%    |
| Mathematics   | 56.4%          | 56%      |
| English       | 45%            | 52.1%    |
| Science       | %              | %        |
| Composite     | 50.5%          | 54.5%    |
| Name of NRT   | CTBS 2nd Grade |          |

**Other Measures:** The third component of CATS is our school’s performance in attendance, retention rate and dropouts. Data in these tables reflect our performance during the 2005-2006 school year.

|          | Attendance Rate | Retention Rate |
|----------|-----------------|----------------|
| School   | 95%             | 0%             |
| District | 94.6%           | 3.2%           |
| State    | 94.6%           | 2.9%           |

## Our Learning Environment

**School Safety:** Here is what we are doing to make our school safe for our students.

| Visitors are Required to Sign In | All Parents received the District Discipline Code | % Classrooms with Outside Line Phone |
|----------------------------------|---|--------------------------------------|
| Y                                | Y   | 100%                                 |

### Procedures in Place in Our School for Drug and

**Weapons Detection:** Outside doors are locked. Visitors must report to the front office to sign in or out, and to get their visitors pass. Parents or designees must have i.d. checked to pick a child up from school. Students are under adult supervision at all times. Staff members have access to the office and outside phone lines via in-class phones, and carry two-way radios outside. Emergency procedures are routinely practiced. The School Discipline Policy is designed to help provide each student with tools for citizenship and life. TES strives to help all students to be GRRREAT: Goal Oriented, Respectful, Responsible, Resourceful, Equitable, Attentive and Trustworthy.

| Violation          | # of Reported Incidents | # of Students Suspended | # of Students Expelled |
|--------------------|-------------------------|-------------------------|------------------------|
| 1st degree Assault | 0                       | 0                       | 0                      |
| Drug Violations    | 0                       | 0                       | 0                      |
| Weapons Violations | 0                       | 0                       | 0                      |

### Student Resources

|            | Spending per Student | Student/Teacher Ratio | Student per Internet Connected Computer | % of Computers 5 years old or less |
|------------|----------------------|-----------------------|---|------------------------------------|
| Our School | \$6997               | 15:1                  | 2.7:1                                   | 100%                               |
| District   | \$8079               | 18:1                  | 2.6:1                                   | 100%                               |
| State      | \$9602               | 16:1                  | 3.1:1                                   | 79.8%                              |

**How We Use Technology to Teach:** Computers for student use are present in every classroom. Every teacher has access to Smartboard technology and projection systems. Videos concentrating on a variety of educational topics are available from the Encyclomedia resource. Other technology resources include Accelerated Reader, Star Math, Star Reading, First in Math, the Predictive Assessment Series, and the Building Blocks Software. In addition, technology instruction is delivered in the computer lab as a part of the weekly special area rotation.

### Parental Involvement

|            | # of Students Whose Parents/Guardian Had at Least One Teacher Conference | # of Parents/Guardians Voting in School Council (SBDM) Elections | # of Parents/Guardians Serving on the School Council (SBDM) or Its Committees | # of Volunteer Hours |
|------------|--|--|---|----------------------|
| Our School | 296  | 33   | 7   | 2799                 |

## Teacher Qualifications

The preparation and experience of our teachers also is important to our success. These numbers do not include administrators, guidance counselors, or library media specialists. Upon request, our district will provide information about the qualifications of your child’s teachers and teachers’ aides.

|  | School | District | State |
|--|--------|----------|-------|
| % of Teachers with Emergency or Provisional Certification                                      | 0%     | 3%       | 2%    |
| % of Classes Taught by Teachers Who Participated in Content-Focused Professional Development   | 100%   | 100%     | NA    |
| % of Core academic Subject Classes NOT taught by Highly Qualified Teachers                     | 0%     | 5%       | 2%    |
| Average Years of Teaching Experience   | 8.5    | 9.2      | 11.6  |
| % of Classes Taught by Teachers With a Major, Minor, or Equivalent in the Subject Being Taught | 100%   | 100%     | NA    |

|   | B.A./ B.S. | M.A./ M.S. | Rank 1 | Specialist | Ph.D/Ed.D | Total % of Teachers |
|---|------------|------------|--------|------------|-----------|---------------------|
| Professional Qualifications of all Teachers in the School | 43.3%      | 30%        | 26.7%  | 0%         | 0%        | 100%                |